



Curriculum Overview: PE

Principles and Purpose of the PE Curriculum

The Physical Education curriculum is designed to ensure all pupils develop competence and confidence. We want students to excel in a broad range of activities and be physically active for sustained periods of time. We also want to create confident members of the community, who pursue and engage in competitive sports and who continue to maintain healthy active lives beyond their academic career.

Our curriculum and enrichment programme are underpinned by three core principles: 'fit to perform', 'fit to lead' and 'fit for life' through the context of physical activity. These three core principles are developed further in our Key Stage 4 provision where students can continue their study of sport at examination level.

Through 'fit to perform' students will master the fundamental skills that improve their physical literacy such as agility, coordination and movement. The mastery of these skills will allow students to access higher levels of participation with confidence and competence.

Through 'fit to lead', students' understanding beyond physical activity such as cooperation and teamwork can be developed. The importance of emotional skills will also be addressed such as increasing self-esteem, self-confidence and inclusivity.

Through 'fit for life', we will educate our students not just for examinations but to be active and confident citizens in the modern world with a love of sport, physical activity and a greater understanding of health and well-being. The enrichment programme enhances the three core principles through a vast range of extra-curricular opportunities. Students are offered additional practice and recreational play as well as the opportunity to compete in their chosen sport at a District and County level. Trips are also an integral part of enrichment for students allowing them to experience new sports, independence and life skills.

Term 1	Autumn 1	Why this, why now?	Autumn 2	Why this, why now?
Year 7	<p>Fit To Perform: Rugby, Badminton, Fitness Skills in isolation and small groups, Simple tactics, identifies strengths & weakness in own and others performance.</p> <p>Fit to Lead: Leads partner in warm up and simple activities. Understands and verbalises simple tactics, shows enthusiasm and determination to overcome challenges.</p>	<p>Year 7 students begin with an introduction to skills in isolation, leading partners in simple activities and demonstrating appropriate components of fitness. This enables students to learn the fundamental Fit to Lead and Fit to Perform principles.</p>	<p>Fit To Perform & Fit to Lead Basketball, Fitness & Health</p> <p>Skills in isolation and small groups, Simple tactics, identifies strengths & weakness in own and others performance.</p> <p>Fit to Lead: Basketball Leads partner in simple activity. Understands and verbalises simple tactics, shows enthusiasm and determination to overcome challenges.</p>	<p>Year 7 students begin with an introduction to skills in isolation, leading partners in simple activities and demonstrating appropriate components of fitness. This enables students to learn the fundamental Fit to Lead and Fit to Perform principles.</p> <p>Students develop a basic understanding of the changes that happen to their body when they exercise. The first 2 foundation components of fitness are introduced. Students have their fitness room induction and learn how to train safely.</p>



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			<p>Fit for Life: Fitness Training Understand and demonstrate appropriate levels of muscular endurance and aerobic endurance. Complete short periods of sustained exercise. Describe the immediate effects of exercise and the importance of warming up. How to use a fitness room safely induction.</p>	
Term 1	Autumn 1	Why this, why now?	Autumn 2	Why this, why now?
Year 8	<p>Fit To Perform: Rugby, Badminton, Fitness Skills in isolation and under pressure, more complex tactics, evaluates effectiveness of own and other performance, suggesting appropriate improvements.</p> <p>Fit to Lead: Rugby, Badminton, Fitness Leads and motivates partner or small group with confidence and good communication. Understands and verbalises more complex tactics. Reflects on progress.</p>	<p>Year 8 students develop and progress the concepts learnt in year 7. Skills are placed within more pressured situations. Leadership builds to larger numbers. Students demonstrate sustained cardiovascular endurance. Students' practical ability, knowledge of sports and leadership roles are developing.</p>	<p>Fit To Perform & Fit to Lead Basketball, Fitness & Health</p> <p>Skills in isolation and under pressure, more complex tactics. Evaluate effectiveness of own and others' performance suggesting appropriate improvements.</p> <p>Fit to Lead: Leads and motivates partner or small group with confidence and good communication. Understands and verbalises more complex tactics. Reflects on progress.</p> <p>Fit for Life: Fitness Training Sustained activities to develop aerobic endurance and muscular endurance. Good knowledge of basic anatomical structures. Explain the importance of a healthy, active lifestyle.</p>	<p>Year 8 students develop and progress the concepts learnt in year 7. Skills are placed within more pressured situations. Leadership builds to larger numbers. Students demonstrate sustained cardiovascular endurance. Students' practical ability, knowledge of sports and leadership roles are developing. Students learn more complex exercises and training methods and work more independently selecting their own workouts from a range.</p>



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Term 1	Autumn 1	Why this, why now?	Autumn 2	Why this, why now?
Year 9	<p>Fit To Perform: Rugby & Badminton</p> <p>Advanced skills in set practice and game situations. Advanced decision making in competitive situations. Analyses own and others performance implementing appropriate improvements.</p> <p>Fit to Lead: Rugby & Badminton Undertakes leadership & officiating roles with good knowledge of rules. Can adapt activities when leading. Effective role model showing resilience.</p>	<p>Year 9 students revisit sports they have already studied in KS3. They can perform advanced skills, undertake officiating roles, show good knowledge of rules and can participate in strenuous activity. Students become confident with the sports studied and progress to more complex concepts and roles throughout the key stage.</p>	<p>Fit To Perform & Fit to Lead Basketball, Fitness & Health</p> <p>Advanced skills in game situations. Advanced decision making in a competitive situation. Analyses own and others' performance, implementing appropriate improvements.</p> <p>Fit to Lead: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience.</p> <p>Fit for Life: Fitness Training</p> <p>Strenuous activity to meet demands, using aerobic endurance, muscular strength and endurance. Understanding of principles of safe and effective training to improve fitness. Students learn how to design training plans to improve selected areas of fitness.</p>	<p>Year 9 students revisit sports they have already studied in KS3. They can perform advanced skills, undertake officiating roles, show good knowledge of rules and can participate in strenuous activity. Students become confident with the sports studied and progress to more complex concepts and roles throughout the key stage. Students link knowledge of training methods from Year 7 & 8 to design their own personalised training sessions.</p>
Term 1	Autumn 1	Why this, why now?	Autumn 2	Why this, why now?
Year 10	<p>Fit to Perform: Football, Badminton, Fitness</p> <p>Successfully performs advanced skills and tactics in a team/individual game. Can analyse performance.</p> <p>Fit To Lead: Football, Badminton, Fitness</p> <p>Confidently leads and evaluates an activity. Plays an active role in the organisation of the activity, taking on officiating roles with confidence and is an effective role model showing resilience and empathy.</p>	<p>As students move into KS4 curriculum time is reduced. More emphasis is placed on physical activity and emotional well-being. Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits. Class discussions take place around community sports clubs and ways students can be active outside of school.</p>	<p>Fit To Perform & Fit to Lead Basketball, Fitness & Health, Badminton</p> <p>Successfully performs advanced skills and tactics in a team/individual game. Can analyse performance.</p> <p>Fit To Lead: Football, Badminton, Fitness</p> <p>Confidently leads and evaluates an activity. Plays an active role in the organisation of the activity, taking on officiating roles with confidence and is an effective role model showing resilience and empathy.</p>	<p>As students move into KS4 curriculum time is reduced. More emphasis is placed on physical activity and emotional well-being. Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits. Class discussions take place around community sports clubs and ways students can be active outside of school.</p>



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Term 1	Autumn 1	Why this, why now?	Autumn 2	Why this, why now?
Year 11	<p>Fit to Perform: Football, Badminton, Fitness Successfully performs advanced skills and tactics in a team/individual game. Can analyse performance.</p> <p>Fit To Lead: Football, Badminton, Fitness Confidently leads and evaluates an activity. Plays an active role in the organisation of the activity, taking on officiating roles with confidence and is an effective role model showing resilience and empathy</p>	<p>As students move into KS4 curriculum time is reduced. More emphasis is placed on physical activity and emotional well-being. Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits. Class discussions take place around community sports clubs and ways students can be active outside of school.</p>	<p>Fit To Perform & Fit to Lead Basketball, Fitness & Health, Badminton</p> <p>Successfully performs advanced skills and tactics in a team/individual game. Can analyse performance.</p> <p>Fit To Lead: Football, Badminton, Fitness Confidently leads and evaluates an activity. Plays an active role in the organisation of the activity, taking on officiating roles with confidence and is an effective role model showing resilience and empathy.</p>	<p>As students move into KS4 curriculum time is reduced. More emphasis is placed on physical activity and emotional well-being. Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits. Class discussions take place around community sports clubs and ways students can be active outside of school.</p>

Term 2	Spring 1	Why this, why now?	Spring 2	Why this, why now?
Year 7	<p>Fit To Perform & Fit to Lead Basketball, Fitness & Health</p> <p>Skills in isolation and small groups, Simple tactics, identifies strengths & weakness in own and others performance.</p> <p>Fit to Lead: Basketball Leads partner in simple activity. Understands and verbalises simple tactics, shows enthusiasm and determination to overcome challenges.</p> <p>Fit for Life: Fitness Training Understand and demonstrate appropriate levels of muscular endurance and aerobic endurance. Complete short periods of sustained exercise. Describe the immediate effects of exercise and the importance of warming up. How to use a fitness room safely induction.</p>	<p>Year 7 progress to looking at simple tactics and verbalising ideas. This increases their understanding of more competitive activities and their ability to apply skills learnt. Students develop a basic understanding of the changes that happen to their body when they exercise. The first 2 foundation components of fitness are introduced.</p>	<p>Fit To Perform: Gymnastics & Table Tennis</p> <p>Skills and actions in isolation and small groups, Simple tactics and creative processes, identifies strengths & weakness in own and others performance.</p> <p>Fit to Lead: Gymnastics & Table Tennis Leads partner in simple activity. Understands and verbalises simple tactics and creative ideas, shows enthusiasm and determination to overcome challenges. Develop understanding of rules and regulations.</p>	<p>Year 7 progress to looking at simple tactics and creative processes and verbalising ideas. This increases their understanding of more competitive activities and their ability to apply skills learnt. Students develop a basic understanding of the changes that happen to their body when they exercise. The first 2 foundation components of fitness are introduced. Students gain the knowledge to referee and umpire small games independently.</p>



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Term 2	Spring 1	Why this, why now?	Spring 2	Why this, why now?
Year 8	<p>Fit To Perform & Fit to Lead Basketball, Fitness & Health</p> <p>Skills in isolation and under pressure, more complex tactics. Evaluate effectiveness of own and others' performance suggesting appropriate improvements.</p> <p>Fit to Lead: Leads and motivates partner or small group with confidence and good communication. Understands and verbalises more complex tactics. Reflects on progress.</p> <p>Fit for Life: Fitness Training Sustained activities to develop aerobic endurance and muscular endurance. Good knowledge of basic anatomical structures. Explain the importance of a healthy, active lifestyle.</p>	<p>Year 8 students have developed their ability to perform in sports and now can increase their understanding of tactics, adapting to changing environments, ready to transfer these skills to other activities. Knowledge of basic anatomical structures and their understanding of the body starts to be developed for later units. Students need to develop knowledge of how their body adapts to exercise to enable them to design personal training plans in year 9.</p>	<p>Fit To Perform: Gymnastics & Table Tennis</p> <p>Skills in isolation and under pressure, more complex tactics and creative processes adapting to changing environment. Evaluate effectiveness of own and others' performance suggesting appropriate improvements.</p> <p>Fit to Lead: Leads and motivates partner or small group with confidence and good communication. Understands and verbalises more complex tactics and creative ideas. Reflects on progress, strengths and weaknesses. Develops an understanding of more complex rules and scoring systems and can identify these when officiating.</p>	<p>Year 8 students have developed their ability to perform in sports and now can increase their understanding of tactics, adapting to changing environments, ready to transfer these skills to other activities. Knowledge of more complex rules and regulations is important for a deeper understanding of the sports studied, this helps develop skills in both Fit to Lead and Fit to Perform. Students become confident referees/umpires and can do this fairly. Students are able to refine and link skills learnt in year 7 developing partner routines both on the floor and adapting to perform on different equipment and levels.</p>
Term 2	Spring 1	Why this, why now?	Spring 2	Why this, why now?
Year 9	<p>Fit To Perform & Fit to Lead Basketball, Fitness & Health</p> <p>Advanced skills in game situations. Advanced decision making in a competitive situation. Analyses own and others' performance, implementing appropriate improvements.</p> <p>Fit to Lead: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience.</p> <p>Fit for Life: Fitness Training</p>	<p>Students explore decision making in more complex situations/ routines and understand how to adapt sessions according to the principles of training. As students become competent performers, they need to understand how to lead and adapt training to develop confidence for activities outside of school.</p>	<p>Fit To Perform: Options Table Tennis or Football</p> <p>Advanced skills in game situations. Advanced decision making in competitive situations. Analyses own and others performance implementing appropriate improvements. Students use larger playing areas (football/handball).</p> <p>Fit to Lead: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience.</p>	<p>Students explore decision making in more complex situations and understand how to adapt sessions. As students become competent performers, they need to understand how to lead and adapt training to develop confidence for activities outside of school.</p>



	<p>Strenuous activity to meet demands, using aerobic endurance, muscular strength and endurance. Understanding of principles of safe and effective training to improve fitness. Students learn how to design training plans to improve selected areas of fitness.</p>		<p>Fit for Life: Explains importance of nutrition and hydration so students can make positive changes.</p>	
Term 2	Spring 1	Why this, why now?	Spring 2	Why this, why now?
Year 10	<p>Options Basketball, Netball, Handball, Fitness & Health</p> <p>Fit to Perform: Basketball Successfully performs advanced skills and tactics in a team/individual sports.</p> <p>Fit To Lead: Basketball, Handball, Netball Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Fitness Training Applies a good understanding of the principles of training to improve selected areas of fitness. Explains the importance and models aspects of a healthy lifestyle. Students are motivated and confident enough to train independently in a fitness room.</p>	<p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles. It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health and well-being.</p>	<p>Options Basketball, Handball, Netball, Fitness & Health</p> <p>Fit to Perform: Basketball, Handball, Netball, Successfully performs advanced skills and tactics in a team/individual sports.</p> <p>Fit To Lead: Basketball, Handball, Netball Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Fitness Training Applies a good understanding of the principles of training to improve selected areas of fitness. Explains the importance and models aspects of a healthy lifestyle. Students are motivated and confident enough to train independently in a fitness room.</p>	<p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles. It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health and well-being.</p>



Term 2	Spring 1	Why this, why now?	Spring 2	Why this, why now?
Year 11	<p>Options Basketball, Handball, Netball, Fitness</p> <p>Fit to Perform: Basketball, Handball, Netball, Successfully performs advanced skills and tactics in a team/individual sports.</p> <p>Fit To Lead: Basketball, Netball, Handball Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Fitness Training Applies a good understanding of the principles of training to improve selected areas of fitness. Explains the importance and models aspects of a healthy lifestyle. Students are motivated and confident enough to train independently in a fitness room.</p>	<p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles. It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health and well-being.</p>	<p>Options Basketball, Handball, Netball, Fitness</p> <p>Fit to Perform: Basketball, Handball, Netball, Successfully performs advanced skills and tactics in a team/individual sports.</p> <p>Fit To Lead: Basketball, Netball, Handball Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Fitness Training Applies a good understanding of the principles of training to improve selected areas of fitness. Explains the importance and models aspects of a healthy lifestyle. Students are motivated and confident enough to train independently in a fitness room.</p>	<p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles. It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health and well-being.</p>

Term 3	Summer 1	Why this, why now?	Summer 2	Why this, why now?
Year 7	<p>Cricket, Athletics, OAA</p> <p>Fit To Perform: Skills in isolation and small groups. Simple tactics. Identifies strengths/weaknesses in own and others performance.</p> <p>Fit to Lead: Leads partner in simple activity. Understands and verbalises simple tactics. Shows enthusiasm and determination to overcome challenges.</p>	<p>Students' progress to identifying strengths and weaknesses of performances, show determination to overcome challenges and can explain how physical activity plays a role in healthy active lifestyle. Students have developed their own physical ability and must now start to use evaluation skills.</p>	<p>Tennis, Rounders, Athletics</p> <p>Fit To Perform: Skills in isolation and small groups. Simple tactics. Identifies strengths & weakness in own and others performance.</p> <p>Fit to Lead: Leads partner in simple activity. Understands and verbalises simple tactics. Shows enthusiasm and determination to overcome challenges.</p>	<p>Students' progress to identifying strengths and weaknesses of performances, show determination to overcome challenges and can explain how physical activity plays a role in healthy active lifestyle. Students have developed their own physical ability and must now start to use evaluation skills.</p>



Term 3	Summer 1	Why this, why now?	Summer 2	Why this, why now?
Year 8	Cricket, Athletics, OAA Fit To Perform: Skills in isolation and under pressure, more complex tactics. Evaluates effectiveness of own and other performance suggesting appropriate improvements. Fit to Lead: Leads and motivates partner or small group with confidence and good communication. Understands and verbalises more complex tactics and adapts to changing environments. Reflects on progress.	Students build on term 2 by evaluating their own and other performances, reflecting on challenges, and understanding the importance of physical activity. As student's understanding of skills and rules of activities improves, they need to identify how to improve their own and others' performance and the importance of an active lifestyle.	Tennis, Rounders, Athletics Fit To Perform: Skills in isolation and under pressure, more complex tactics. Evaluates effectiveness of own and other performance suggesting appropriate improvements. Fit to Lead: Leads and motivates partner or small group with confidence and good communication. Understands and verbalises more complex tactics and adapts to changing environments. Reflects on progress.	Students build on term 2 by evaluating their own and other performances, reflecting on challenges, and understanding the importance of physical activity. As student's understanding of skills and rules of activities improves, they need to identify how to improve their own and others' performance and the importance of an active lifestyle.
Term 3	Summer 1	Why this, why now?	Summer 2	Why this, why now?
Year 9	Tennis, Cricket, Athletics Fit To Perform: Advanced skills in game situations. Advanced decision making in a competitive situation. Analyses own and others performance implementing appropriate improvements. Fit to Lead: Undertakes demanding leadership & officiating roles with good knowledge of rules and more advanced data collection and analysis. Adapts activities when leading. Effective role model showing resilience.	Year 9 students have an opportunity to develop their analysis of performance in selected activities using video analysis. Students will take on more demanding leadership roles. Some will prepare to run the primary sports days. Giving them an insight into the Year 10 examination course. Students increase their understanding of the different opportunities sport can offer and explore local opportunities for physical activity.	Rounders or Cricket Fit To Perform: Advanced skills in game situations. Advanced decision making in a competitive situation. Analyses own and others performance implementing appropriate improvements. Fit to Lead: Undertakes demanding leadership & officiating roles with good knowledge of rules and more advanced data collection and analysis. Adapts activities when leading. Effective role model showing resilience.	Year 9 students have an opportunity to develop their analysis of performance in selected activities using video analysis. Students will take on more demanding leadership roles. Some will prepare to run the primary sports days. Giving them an insight into the Year 10 examination course. Students increase their understanding of the different opportunities sport can offer and explore local opportunities for physical activity.
Term 3	Summer 1	Why this, why now?	Summer 2	Why this, why now?
Year 10	Options Tennis/Cricket/Rounders/Handball/ Athletics Fit to Perform: Successfully performs advanced skills and tactics in team and individual sports. Fit To Lead: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an	Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles. It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health and well-being.	Options Tennis/Cricket/Rounders/Handball/ Athletics Fit to Perform: Successfully performs advanced skills and tactics in team and individual sports. Fit To Lead: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.	Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles. It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health and well-being.



	effective role model showing resilience and empathy.			
Term 3	Summer 1	Why this, why now?	Summer 2	Why this, why now?
Year 11	<p>Options Tennis/Cricket/Rounders/Handball/Athletics Fit to Perform: Successfully performs advanced skills and tactics in team and individual sports. Fit To Lead: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p>	<p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles. It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health and well-being.</p>		

Year 10 Sport Studies				
Term 1	Autumn 1	Why this, why now?	Autumn 2	Why this, why now?
	<p>Performance and Leadership in Sports Activities</p> <p>Topic 1 Performance in sport Develop performance in 2 selected sports. Participate in making appropriate use of tactics and strategies in performance.</p>	<p>Unit R185 is a mandatory, non-examined externally moderated assignment. Task 1 Students continue to develop their skills and tactical awareness in their selected 2 sports identified from KS3 as ones they perform best in.</p> <p>This is a compulsory unit for year 10.</p>	<p>Performance and Leadership in Sports Activities</p> <p>Topic 1 Performance in Sport Develop performance in 2 selected sports. Participate in making appropriate use of tactics and strategies in performance.</p>	<p>Unit R185 is a mandatory, non-examined externally moderated Assignment. Task 1 Students continue to develop their skills and tactical awareness in their selected 2 sports identified from KS3 as ones they perform best in.</p> <p>This is a compulsory unit for year 10.</p>



Term 2	Spring 1	Why this, why now?	Spring 2	Why this, why now?
	<p>Performance and Leadership in Sports Activities</p> <p>Topic 2 Performance Review</p> <p>Review strengths and weaknesses of sports performance.</p> <p>Use methods to improve performance.</p> <p>Measure personal improvements in performance.</p>	<p>Externally Set Assignment</p> <p>Task 2</p> <p>Students can now use teacher feedback sheets, assessment grades and video evidence collected to analyse their performance and complete task 2. This builds on from analysis skills learned in year 9.</p>	<p>Performance and Leadership in Sports Activities</p> <p>Topic 3&4 Leading a Sports Activity</p> <p>Understand how to organise a sports activity, understand safety considerations.</p> <p>Deliver a sports activity session.</p> <p>Review your leadership of a sports activity session.</p>	<p>Now that students have developed their own skills and designed activities to improve identified areas of weakness, they are ready to design activity sessions for younger students.</p>
Term 3	Summer 1	Why this, why now?	Summer 2	Why this, why now?
	<p>Increasing awareness of outdoor and adventurous activities</p> <p>Topic 1</p> <p>Develop knowledge of provision for different types of outdoor and adventurous activities in the UK.</p> <p>Topic 2</p> <p>Equipment and clothing and safety aspects of participating in outdoor and adventurous activities.</p>	<p>Unit R187 is a mandatory, non-examined externally moderated assignment.</p> <p>The 1st task in this assignment prepares students for the practical element. It gives students a deeper understanding of the types of activities they could take part in and what equipment they will be wearing and using and why.</p>	<p>Increasing awareness of outdoor and adventurous activities</p> <p>Topic 3</p> <p>Planning for and participating in an outdoor and adventurous activity</p> <p>Topic 4</p> <p>How to evaluate participation in an outdoor and adventurous activity.</p>	<p>Students are now ready to put their knowledge into practice, students will take part in a day of outdoor and adventurous activities. They will be familiar with safety equipment, have an idea of what the activity involves and be able to identify key words and phrases involved in the activity. After the activity day they can evaluate their participation.</p>
Year 11 Sport Studies				
Term 1	Autumn 1	Why this, why now?	Autumn 2	Why this, why now?
	<p>Contemporary Issues in Sport R184 Written Exam</p> <p>Topic 1</p> <p>Issues which affect participation in sport.</p> <p>Topic 2</p> <p>The role of sport in promoting values.</p>	<p>Contemporary Issues in Sport R184 Written Exam is the final unit in the course. Students are required to take the written exam in year 11 after completing R185/R187.</p> <p>Following advice from the exam board we will teach the Topics in numerical order.</p>	<p>Contemporary Issues in Sport R184 Written Exam</p> <p>Topic 2</p> <p>The role of sport in promoting values.</p> <p>Topic 3</p> <p>Implications of hosting a major sporting event for a city or country.</p>	<p>Contemporary Issues in Sport R184 Written Exam is the final unit in the course. Students are required to take the written exam in year 11 after completing R185/R187.</p> <p>Following advice from the exam board we will teach the Topics in numerical order.</p>



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Term 2	Spring 1	Why this, why now?	Spring 2	Why this, why now?
	<p>Contemporary Issues in Sport R184 Written Exam</p> <p>Topic 4 The role National Governing Bodies (NGBs) play in the development of their sport.</p> <p>Topic 5 The use of technology in sport</p>	<p>Contemporary Issues in Sport R184 Written Exam is the final unit in the course. Students are required to take the written exam in year 11 after completing R185/R187.</p> <p>Following advice from the exam board we will teach the Topics in numerical order.</p>	<p>Contemporary Issues in Sport R184 Written Exam</p> <p>Topic 4 The role National Governing Bodies (NGBs) play in the development of their sport.</p> <p>Topic 5 The use of technology in sport</p>	<p>Contemporary Issues in Sport R184 Written Exam is the final unit in the course. Students are required to take the written exam in year 11 after completing R185/R187.</p> <p>Following advice from the exam board we will teach the Topics in numerical order.</p>
Term 3	Summer 1	Why this, why now?		
	<p>Contemporary Issues in Sport R184 Written Exam</p> <p>Revision Topics 1 2 3 4 5</p>	Preparation for the final written exam in May/June.		